DOCUMENT RESUME

ED 160 839 08 CE 018 134

AUTHOR Bernhardt, Edna Erickson
TITLE K-1 Career Guidance Activities. Early Elementary Classroom Activities.
INSTITUTION Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.
SPONS AGENCY Georgia State Dept. of Education, Atlanta.; Office of Education (DHEW), Washington, D.C.
PUB DATE 77
GRANT G007500339
NOTE 108p.; For related documents see CE 018 135-137 ; Colored pages may not reproduce clearly

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS *Activity Units; *Career Awareness; *Career Education; Elementary Education; Elementary School Guidance; Fused Curriculum; Grade 1; Kindergarten; Learning Activities; *Occupational Guidance; Teaching Guides

ABSTRACT

Thirty classroom activities in career guidance for grades K-1 are presented in this guide, one of a series of three for elementary curriculum infusion. The activities are organized into three areas: interpersonnel effectiveness, work and life skills, and life career planning. Each activity lists subject matter area (e.g., language arts, art, or health), class grouping, time needed, concepts and vocabulary, teacher preparation tasks, materials/resources, skills required of the students, and the steps for completing the activity. A resource section contains materials (to be reproduced) for the activities: games, transparencies, questionnaires, and sample letters to parents and community members. The appendixes list the student behavior goal for each activity in relationship to the Georgia Comprehensive Career Guidance Project list of thirty goals. (JH)

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K-1 Career Guidance Activities

EARLY ELEMENTARY CLASSROOM ACTIVITIES

BY

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CE 018 134

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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The activity which is the subject of this report was supported in whole or in part by the U. S. Office of Education, Department of Health, Education and Welfare under Grant # G007500339. The opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

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Acknowledgements

The writer wishes to acknowledge the work of Margaret Gunderson and Nancy Milner in relating ideas from the student competencies.

High quality assistance was provided by our secretary, Melanie Strodtman, in coordinating the typing. Dan Stapleton supplied the art work which divides the sections.

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INTRODUCTION

WHAT'S THIS?

This is the first in a series of three units of elementary classroom activities in career guidance. It has been developed for students in their early elementary school years at the K-1 developmental levels. The activities are organized into the three broad domains of the Georgia Comprehensive Career Guidance Model.

IS IT PRACTICAL?

The activities were prepared by a classroom teacher with classroom teachers in mind. Some have been read and "field tested" by classroom teachers. Every effort has been extended to make them practical. They are:

self-contained. They require materials and resources which are universally available. The activities are not built around audio-visual aids, which are sometimes difficult to get.

easy to use. Each activity contains a process description prefaced by vital information for the educator who will teach

the activity. The pages have been color-coded by domains:

blue = INTERPERSONAL EFFECTIVENESS

yellow = WORK AND LIFE SKILLS

pink = LIFE CAREER PLANNING

white = Resource Section

(The format is adapted from that devised by inspired colleagues on the Missouri Career Education Curriculum Project.)

complete. The Resource Section pages are hands-on materials for the students: questionnaires, games, transparencies, and sample letters to parents and community members. These pages are printed on white paper, so you can make a Xerox copy. Then use a Thermofax machine to get a spirit duplicator master (or a transparency for the overhead projector). You then use the master to "run off" the required number of copies on your "ditto" machine. Each activity spells out the process, discussion points, materials, educator's preparation tasks, and student skills.

adaptable. While the activities have been thoroughly thought through, the educator is encouraged to adapt them to students' abilities, interests, learning styles, and attention spans. Feel free to enhance them with your own audio-visual materials.

infusible. Each activity develops skills from subject matter curriculum areas and from the Georgia Comprehensive Career

Guidance Project list of 30 goals. Thus, the activities are integrated with the basic subject matter skills you are now teaching. In many cases the Career Guidance activities can serve as "triple whammy", relevant, motivating introductions to your subject matter units. Do infuse them with your academic curriculum. Suggested subject matter areas are given under EDUCATOR'S INFORMATION of each activity. Resource persons are suggested to come and tell the students how they use these subject matter skills, thus testifying that what they learned in school is, indeed, relevant. In addition, Career Guidance concepts help students to be successful in interpersonal relations, self acceptance, responsibility, study skills, work habits, decision making, and planning crucial aspects of their life careers.

personal. The activities have been based on this writer's elementary classroom teaching and student teaching supervision experiences. There are messages written in boxes which come from this personal experience. These messages present:

-reminders.

-insights.

-encouragement.

-cautions.

-management tips.

-suggestions for relating the activities to the

worlds of work, leisure, family life, and citizen participation.

- and, above all, support. Your willingness and the professional application of yourself and your skills will help students prepare themselves for life in a complex, challenging, and exciting world.

HOW CAN I GET THE MOST FROM MY EFFORT?

READ through the modules to get a feel for the domains and format. Also become familiar with the contents of the Methods guide. Read through the entire activity before teaching it, making notes on adaptations for your students. Check the thesaurus for synonyms to help define vocabulary words if necessary. Gather supplies and set up small groups where necessary.

Make use of your school GUIDANCE COUNSELOR. This person is a valuable resource of techniques, information, and materials. He or she can suggest helpful titles for your professional library on topics such as values education, self and others, and/or decision-making and planning. Invite your counselor to help teach and evaluate the success of the activities. This person can help set up files of Community Resource Persons to be used by the whole school. The elementary counselor is a vital member of the educational team.

Let the CLASSROOM ENVIRONMENT evolve as you leave up students'

work, charts, and posters. When you take down students' illustrations, make them into booklets. Place them on the chalk ledge. Let these accumulate throughout the year. They will serve as review and as Decision Time browsing material.

Set up DECISION TIME CHOICES for students' spare time. To be sure that even the slower workers get to choose, schedule a regular Decision Time each week. (See Activity Twenty-five for more details.)

Try for a facilitative CLASSROOM CLIMATE in which students feel free to try new things and take risks. Show them your mistakes and your strengths. Use positive reinforcement for effort as well as for success. Encourage students to try things, to find out about their interests. Get yourself organized so that, when you are "teaching", you can focus on the students rather than on the "script". Gone are the days of straight rows of desks nailed to the floor. Use your classroom furniture to suit your needs. Don't let it use you.

Get the PARENTS' COOPERATION. You may want to send them a friendly letter at the beginning of the year. Introduce yourself and your Career Guidance program. Assure them that this will not take time away from the "three r's", but will help to point out the relevance of school subjects to the world of work. Tell them of your plan to use adults as resource persons to tell the students about the world of work.

TAKE CARE OF YOURSELF. So many people draw from the well of your resources that it's only natural to feel drained. Take a few minutes each day to relax and do something that rejuvenates you. Drink deeply

for a moment of the pleasure you derive from something you really enjoy, and don't suppress your sense of humor. Best wishes in this important task.

INTERPERSONAL EFFECTIVENESS DOMAIN

The activities in this domain deal with:

(1) human relations skills.

(2) relating with significant others.

(3) self validation.

(For a complete list of teaching points, see Appendix A.)

ACTIVITY ONE: I AM IN TOUCH WITH MANY PEOPLE

EDUCATOR'S INFORMATION

Subject Matter Area Math, Art, Language Arts

Class Grouping Whole class

Total Time One or two class periods

Concepts and Vocabulary Circle, relationship, touch, touching, in touch with

Educator's Preparation Tasks Prepare for each student a copy of page 80 of the Resource Section.

Materials/Resources Crayons, pencils

Skills Listening, comprehending, relating information to oneself, drawing, coloring

PROCESS

a. Explain the word relationship by talking about connect and connection. Draw two dots on the chalkboard. Now draw a line segment from one almost to the other. Ask the children if the dots are connected. Have them tell you how to draw the line so that the dots are connected. Use the word touch. Yes, now the line is touching the dot. The dots are connected. Tell the students that we are connected to many people, not by lines or safety pins or tape, but by talking. We can say we are in touch with many people; we have relationships with many people.

b. Distribute copies of I AM IN TOUCH WITH MANY PEOPLE (Resource Section, page 80). This page has six boxes. In the large box each student will draw a picture of himself or herself. In the remaining boxes the students will draw pictures of five other people with whom they are in touch or which whom they have relationships. Those who are able may add names as well. Tell them that these five names represent only some people with whom they have relationships.

c. To process this activity ask students to raise their hands if they have illustrated any of the following relationships:

- you and your father
- you and your aunt
- you and your uncle
- you and your grandmother
- you and your grandfather
- you and a teacher
- you and a doctor
- you and your mother
- you and a neighbor
- you and a friend
- you and a classmate
- you and your dentist
- you and your cousin
- you and the principal

Ask if anyone has shown any other relationships.

Post these relationship illustrations in a space which you have captioned "I Am in Touch with Many People".

ACTIVITY TWO: WARM FUZZIES

EDUCATOR'S INFORMATION

Subject Matter Area Art, Language Arts

Class Grouping Whole Class

Total Time One whole day: one session at the beginning to introduce the activity and one session at the end of the day to process the activity

Concepts and Vocabulary Secret pal, good strokes, warm fuzzies, warm fuzzies I gave, warm fuzzies I got

Educator's Preparation Tasks Duplicate for each student a copy of page 81 of the Resource Section. Prepare a space for posting students' completed activity pages.

Materials/Resources Scissors, crayons, pencil for each student

Skills Applying information to oneself, listening, comprehending

> This activity has been adapted from Howe and Howe, 1975. There is a dearth of values clarification strategies devised for pre-readers and pre-writers. However, the Howes' book contains many activities which can be adapted for the early school child. It is also enjoyable reading as a teacher resource.

PROCESS

a. The students draw names from a hat. The name each student draws becomes his or her secret pal for the day. Students are not to reveal their secret pals until the end of the

day. During the day students are to do something nice or special for their secret pals. They must do these things in such a way that their secret pals do not know who their benefactors are

> Listen for the students who complain that they do not like their secret pals. Admittedly, we don't like all the people in the world. But those feelings may disappear as we begin to look for their good points. Use this opportunity to explain the concept of first impressions.

b. Talk about things secret pals can do for one another:

- Include one another in games
- Draw pictures for each other
- Make things for each other
- Write pleasant notes for each other
- Help one another
- Say pleasant things to each other
- Give sincere praise
- Give needed encouragement

During the day you might want to mention things you see secret pals doing for one another. This will help children remember that the activity is still under way. Your comments will also help to reinforce students' positive actions toward each other.

c. At the end of the day process the activity. Assemble the students in a large circle. Let each student reveal the name of his or her secret pal and tell a couple of nice things he or she did for that person.

d. Then tell the students that these nice things make us feel good. Have you ever stroked a cat? He likes it. It makes him feel good. He'll relax, lie down, curl up, and purr. That's how we react when we get good strokes. These strokes feel good and make us feel warm. These good

strokes are called warm fuzzies (Freed, 1974). Let's remember how good it feels to get and to give warm fuzzies.

e. Distribute copies of page 81 of the Resource Section. Call attention to the two categories:

- Warm Fuzzies I Gave
- Warm Fuzzies I Got

Ask students to draw one or two pictures in each space. They will cut out the cat shape. Post these cat shapes on the empty wall space which you have captioned "Warm Fuzzies". Encourage students to look at these in their spare time.

ACTIVITY THREE: LIKE-DISLIKE CONTINUUM

EDUCATOR'S INFORMATION

Subject Matter Area Language Arts, Social Studies, Health

Class Grouping Whole Class

Total Time One class period

Concepts and Vocabulary Like, dislike, feelings, ideas, opinions

Educator's Preparation Tasks Draw a smiling face on one paper and a frowning face on another. Post them at opposite ends of a wall or of the chalkboard.

Materials/Resources None

Skills Listening, comprehending, applying information to oneself

PROCESS

a. Begin this activity by asking some voting questions of the students. They can show like by raising their hands or dislike by not raising their hands. Have them raise their hands if they like:

-chocolate milk
-helping at home
-television cartoons
-spiders
-raw carrots
-doing exercises
-pork and beans
-baseball
-bugs
-playing with friends
-hots dogs
-having stories read aloud
-cats
-drawing pictures
-singing
-hearing angry people fight
-ice cream

b. Direct their attention to the smiling and frowning faces. You will ask the questions again. To show they like something, they will stand under the smiling face. To show they do not like it, they will stand under the frowning face. They can also stand in the middle to show that their feelings are somewhere between like and dislike. They can stand anywhere along the line to show a whole range of feelings.

Ask for ten students to come and stand on the line to show how they feel about:

-chocolate milk
-helping at home
-television cartoons
-spiders
-raw carrots
-doing exercises

Have these students return to their seats.

Ask for another ten students to place themselves on the line to show how they feel about:

-pork and beans
-baseball
-bugs
-hot dogs
-having stories read aloud
-cats

Have these students return to their seats.

Ask those remaining to place themselves on the line to show how they feel about:

-drawing pictures
-singing
-hearing angry people fight
-ice cream
-playing with friends

c. In closing, help the students arrive at some conclusions about their opinions and ways to express them. Some of the conclusions are presented for you:

People have different opinions and feelings about things.
We don't all <u>like</u> everything.
We don't all <u>dislike</u> everything.
We don't always have strong feelings about something.
We may have any opinion we want!

Define non-verbal expression as showing how we feel without using words. Tell students they have just used two methods of non-verbal expression: raising hands and placing themselves on the continuum. Together, list other means of non-verbal expression, such as gestures, body language, and facial expressions.

ACTIVITY FOUR: HOW TO JOIN IN

EDUCATOR'S INFORMATION

Subject Matter Area Physical Education, Science, Social Studies, Language Arts

Class Grouping Whole class

Total Time Two class periods

Concepts and Vocabulary Mouse, goat, person, join in, butt in, shy

Educator's Preparation Tasks None

Materials/Resources None

Skills Listening, following directions, comprehending, relating information to oneself, running, tagging

PROCESS

a. Introduce the activity with the running-tagging game of GOATS MICE, an adaptation of HILL DILL (Latchaw, 1961). One person is IT. The rest of the class is divided into two groups: goats and mice. Goats stand behind one goal line, mice stand behind another. IT calls, "Goats, mice, run for your life!" and the players run to opposite goals.

   Any players IT tags join him or her in the center and help tag others. IT is the only chaser who can give the call. The new IT is the last player tagged.

b. Begin the next session by talking about some "characteristics" of goats and mice. Ask the students to pretend they are goats and move around the room for a minute. Then have them pretend they are mice and move around the room for a minute. Have them return to their seats. Ask for volunteers to role play:

   - a group of three children playing a game with toys on the floor
   - a goat
   - a mouse
   - a person

As you read the following story, the players will pantomime it for the rest of the class.

How To Join In

Once upon a time there was a lonely goat. She wanted very much to play with someone. She walked through the countryside until she came to a playground. There she saw a group of children playing on the sidewalk with some trucks and cars and blocks. She butted in, saying, "I want to play with that truck. Give it to me." The whole game was interrupted. The goat began to grab toys away from the other children. They became upset and left the group. The goat left, too, because she was still lonely. She went to find someone to play with.

The next day at recess a group of children were playing with blocks, trucks, and cars on the playground. A little mouse peeked from his hole in the basement under the school. He was very lonely and wanted someone to play with. Timidly he crept from his hole and walked carefully toward the group of children. He stood by the group, feeling very shy and helpless. He said, "May I play?" All the children said, "No!" (No is a powerful word. People love to say it. They'll say no sometimes when they don't really mean it.) So the mouse stood there a minute and sadly went back into his hole.

On the third day a little person came upon the same group at recess. They were playing. He was looking for someone to play with. He did some things that helped him get into the game. He stood by the group and watched and listened. He found out what they were playing, how to play, and what the rules were. Then he moved a bit closer, sat down, and waited for his turn. Soon he was playing. Goats butt in: that doesn't work. Mice are shy: that doesn't work. People join in: that works!

Use this activity with your science unit on pets or animals or with a social studies unit on the farm. It also fits well with a physical education unit on movement.

c. To process the activity have children say whether they'd rather use the goat's approach, the mouse's approach, or the person's approach. These three choices could also be rank ordered if the students can write the three words goat, mouse, and person.

ACTIVITY FIVE: COOPERATION

EDUCATOR'S INFORMATION

Subject Matter Area Language Arts, Social Studies

Class Grouping Whole class divided into teams for role playing

Total Time One or two class periods

Concepts and Vocabulary Cooperate, cooperation, feelings, continuum, total, none

Educator's Preparation Task: Prepare the continuum line (see Activity Three) with a smiling face at one end and a frowning face at the other.

Materials/Resources None

Skills Listening, comprehending, relating information to oneself, oral expression

> Anita Cassario describes in Brown's book a cartoon movie called "A Place in the Sun". It is about two men who are fighting for the most comfortable place to enjoy the sun. After playing tricks to outsmart one another, they both end up without any sun. Then they begin to warm each other. The message is that people must learn to understand and cooperate with one another (Brown, 1975).
>
> This activity presents the two extremes: total conflict and total cooperation.

PROCESS

a. Introduce the activity by telling the students you have some situations for them to act out or role play. You will have two teams for each situation. For each situation

the first team will act out the scene with no cooperation. The second team will act it out with total cooperation.

Following each roleplay, the "actors" will answer your questions by placing themselves on the continuum line which you prepared in Activity Three.

Here are some questions to follow the no-cooperation role-play:

- Show how you felt when your partner had the object, and you couldn't get it.

- Show how you felt when you had the object, and your partner couldn't get it.

Here are some questions to follow the total-cooperation roleplay:

- Show how you felt when you were making your plan to cooperate.

- Show how you felt when you had finished cooperating.

Insert a ✓. Follow each roleplay with the appropriate questions.

b. Here are the roleplaying situations:

- Two people both want to write, but there is only one piece of paper.

- Two people both want to look at the same book.

- Two people both want a piece of pie, but there is only one left.

- Two people both want to play with the same ball.

c. Process the activity by asking the students to think of another time when they were cooperating with a friend. Ask them to give words to describe their feelings at that time. You may want to close by saying something like, "It feels good to cooperate." Students may want to make illustrations which you can display and then assemble into a booklet for the classroom chalk ledge.

ACTIVITY SIX: CLASS MEETING PLAN

EDUCATOR'S INFORMATION

Subject Matter Area Language Arts, Social Studies

Class Grouping Whole class

Total Time One class period, preferably the first one of the day

Concepts and Vocabulary Ordinal numbers, foundation, plan, schedule, before, after

Educator's Preparation Tasks Make one Thermofax copy of page 82 of the Resource Section. Prepare as directed in (c) below.

Materials/Resources None

Skills Relating information to oneself, listening, comprehending, left-to-right eye movement

> This activity presents the concepts agenda and schedule. The Class Meeting serves as the training ground for meeting skills used in the Family Meeting of McKay (1976).
>
> It is suggested that you incorporate a Class Meeting of some kind into your daily routine. Be sure to include some "business" and some fun.

PROCESS

a. Introduce the word plan:

- What is a plan?
- Do you know someone who makes plans?
- Why do people make plans? (So they can work together.)

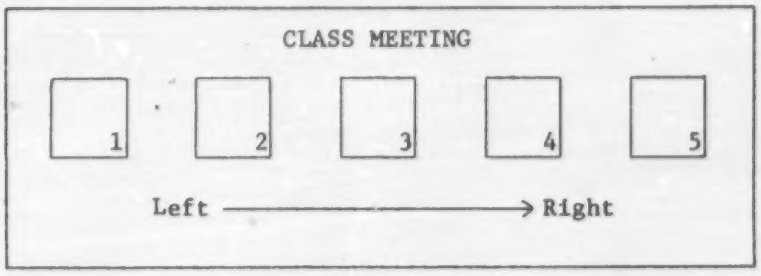
Explain that many different people work to build one house. There has to be a plan. First the basement needs to be dug by a bulldozer operator. Then cement is poured to make a foundation. Then the carpenters build the wood frame. Then other workers come and finish the rest of the house.

If there were no plan, the workers might come at just any old time. It might go something like this: First, a carpenter builds the wood frame. Then the bulldozer operator comes and digs the big hole for the basement next to the wood frame. He stands back to take a look. Something is wrong. He knows the frame should be on the top of the hole that he dug for the basement. So he uses the bulldozer to push the house into the hole. Then the cement workers come and pour the foundation cement on top of the house in the hole. A great big MESS! A broken house in a hole with cement on top of it! A plan would have gotten the job done without a lot of confusion, wasted effort, and wasted materials.

b. Introduce the word agenda. Tell the children that an agenda is a plan for using time. It is a schedule. Talk about your daily schedule. Use the words before and after in your questions; for example, what comes just before lunch? what comes after recess?

c. Tell students that they will have a Class Meeting each day for fifteen minutes. It will take place at the beginning of the day's activities.

Introduce the chart which you have prepared to show the sequence of agenda items in your Class Meeting. The drawings on Resource page 82 have been prepared for use as is or for adaptation. Color, cut, and paste these on a chart showing the sequence from left to right:



You may want to point out the left-to-right movement of the Class Meeting chart. To those who have trouble with this concept, show that the thumb and forefinger on the outstretched, palms-down left hand form a capital letter L.

d. Continue to serve as chairperson until the routine goes smoothly. Then you may want to have an elected president to lead the class through the agenda items.

e. When the Class Meeting goes smoothly, have the students role play a meeting as a family: father, mother, sister, brother. Have students contribute agenda items, including both fun and business.

ACTIVITY SEVEN: WHAT I DO

EDUCATOR'S INFORMATION

Subject Matter Area Language Arts, Social Studies, Art

Class Grouping Small groups

Total Time One class period

Concepts and Vocabulary Feelings, energy, ability, confidence

Educator's Preparation Tasks Prepare yarn necklaces for setting up the small groups described in (a) below. Caption the mural paper "What I Do and How It Makes Me Feel", and post it over a table containing all the materials. You can present the mural as spare-time individual work or as a whole-group project.

Materials/Resources Yarn, a large piece of mural paper, scissors, paste, magazines, pencils, drawing paper, crayons, an empty box

Skills Listening, comprehending, relating information to oneself

PROCESS

a. For this activity the students will be asked to tell two or three things they can do.

> In one large circle, participation sometimes "thins out" as students wait for their turns to speak. The Human Development Program (Bessell and Palomares, 1972) suggests a "magic circle" which:
>
> allows the teacher to interact with a small group of students, and
>
> helps keep all students involved and on task, a very real problem in classroom management.

The "magic circle" is really two concentric circles. One third of the class is in the inner circle talking and listening to each other. The remaining two thirds of the students are in the outer circle observing. Groups trade places until all three groups have been in the inner circle. There is an advantage to this arrangement: the students are seated closer together than in a single circle. Thus, they can see and hear better.

You say it sounds too complicated to group and re-group? Here's a time saver to help you divide the whole class quickly. Use three colors of yarn--maybe red, yellow, and blue. Cut all colors into 24-inch lengths. Tie both ends of each piece together to make a yarn "necklace". If you have 30 students, prepare 10 red, 10 blue, and 10 yellow necklaces. To set up random small groups or teams, put all 30 necklaces into a hat, and have each student draw a necklace from the hat and wear it. This method is quick and easy for such things as relay teams and learning situations. Everyone can see at a glance who goes where.

b. Back to the circle and the task at hand...

Put the students with red necklaces in the inner circle. Put those with blue and yellow in the outer circle. Show the empty box. Have the students imagine that there is something in the box that we all have: it is called <u>energy</u>. Energy is the <u>power</u> or <u>ability</u> to work and to do things. Tell the students that they have power, that they can do many things. Being able to do something causes us to feel proud. Ask those inner circle students to tell one or two things they can do that cause them to feel proud.

Tell them that there are times we <u>can't</u> do something. This can cause us to be sad, afraid, or angry. Go around the circle again, and let each student name something he or she <u>can't</u> do and what feeling this causes--sad, afraid, angry, etc.

You may want to ask observers to summarize the statements of the inner circle speakers. Allow speakers to talk when ready, not necessarily in order around the circle.

c. Then have the Yellows exchange places with the Reds. Repeat the process: the Yellows talk, and the Reds and Blues summarize.

d. Then have the Blues exchange places with the Yellows. Repeat the process: the Blues talk, and the Reds and Yellows summarize after all Blues have spoken.

e. Have the students return to their seats and draw or find magazine pictures showing other things they can do. Have them paste their pictures on a class collage captioned "What I Do and How It Makes Me Feel".

(This activity has been adapted from Bessell and Palomares, Level III, 1972.)

ACTIVITY EIGHT: WHAT I DO MAKES A DIFFERENCE

EDUCATOR'S INFORMATION

Subject Matter Area Social Studies, Language Arts

Class Grouping Small groups with one third of the class in each

Total Time One class period

Concepts and Vocabulary Self-control

Educator's Preparation Tasks Re-read the process for setting up and using "Magic Circles" described in step (a) of Activity Seven. Prepare (or re-use) the yarn necklaces which you used in Activity Seven. Post a large piece of mural paper and caption it "My Power".

Materials/Resources Three colors of yarn cut into 24-inch lengths, crayons, drawing paper, scissors, paste, a large piece of mural paper

Skills Listening, comprehending, relating information to oneself

PROCESS

a. Arrange the students in the "Magic Circle" (two concentric circles) described in Activity Seven, step (a).

Remind students that in Activity Seven, WHAT I DO, we talked about the power we all have. We all have the power to do and say things. What we do and say can affect (or change) things and people.

Ask the third of the class in the inner circle to tell how they use their power in the classroom setting. For example, to affect (change) things, they can: open the window, pick up the paper, pull the shade, turn off the heat, straighten the books, or wipe off their feet. To affect people, they can: speak, write notes, yell, push, express anger, be dirty, or remain silent.

b. The next third of the class in the inner circle will tell how

they use their power to affect (change) people and things in their homes.

c. With the remaining third in the inner circle, the task will be to tell how they use their power in the neighborhood to affect (change) people and things.

d. Process the activity by having students draw and color a picture of a time when they used their power and it changed someone or something at home, at school, or in the neighborhood.

ACTIVITY NINE: FINGERPRINTS

EDUCATOR'S INFORMATION

Subject Matter Area Language Arts, Art

Class Grouping Small groups, whole class

Total Time One or two class periods

Concepts and Vocabulary Alike, similar, different, unique

Educator's Preparation Tasks Gather materials. Prepare a booklet cover as described in (f) below.

Materials/Resources One or two inked stamp pads, wet paper towels, drawing paper, crayons

Skills Verbal expression, listening, comprehending, relating information to oneself

PROCESS

a. Tell students to look at their thumbs and fingers for fingerprints. Ask for some volunteers to describe what they see. Tell them that we all have thumbs and we all have fingers. In this way we are alike.

> You might want to show them a transparency of enlarged fingerprints and point out differences. This will take a little time to prepare, but it makes the point beautifully. Simply put a copy of fingerprints through your Thermofax machine for an acetate transparency.

But...everyone's fingerprints are different. In fact, fingerprints are used for identification. Johnny could change his name or wear a disguise. We might think he's someone else. But he can't change his fingerprints.

We are similar in many ways: hair, eyes, nose, mouth, arms, and legs. But we are different in many ways, too. We are unique: no two of us are exactly alike. Our families, skills, personalities, and feelings make us different.

b. Have children get into groups of four or five. They will take turns spending one minute telling about something they each can do very well. They can tell whether it is a learned skill, how and when they discovered it, who helped them learn it, and who else does this well. (If this topic is not relevant, try something like "my wild imagination", or choose another topic to highlight individual differences.)

c. After the students return to their desks or tables, tell them they will make a picture showing the things they do very well (or the topic chosen in (b) above). They will incorporate their fingerprints into the illustrations and add features, details, and background with crayons.

d. Distribute pieces of drawing paper. Have the children think about how they could use the fingerprint shapes and which fingers they want inked. Walk through the group with a stamp pad in each hand so they can get "inked" and then get started. Be sure each person's name is visible on the paper.

e. When all have finished, post the pictures in a space which you have captioned "Something I Do Very Well" (or the topic chosen in (b) above).

f. After several weeks take the pictures down and make them into a booklet. Make a sturdy, attractive cover with the title on the front. Put it together with yarn. Set it on the chalkboard ledge. Encourage students to look at it in their free time.

Relate this activity to the world of work. Have a law enforcement officer speak to the class. Have this person explain fingerprints and show fingerprinting equipment. Be sure this person tells how the job affects his or her other roles: family member, citizen, and leisure participant.

WORK AND LIFE SKILLS DOMAIN

The activities in this domain deal with:

(1) daily living.

(2) task responsibility/employability.

(3) work and leisure environments.

(For a complete list of teaching points, see Appendix B.)

ACTIVITY TEN: PEBBLES, STONES, ROCKS, AND BOULDERS

EDUCATOR'S INFORMATION

Subject Matter Area Math, Social Studies

Class Grouping Whole class

Total Time Four class periods

Concepts and Vocabulary Numerals from 1-20, matching one to one, exchange, ¢, bank, bank tellers, store, clerks, purchase, consumer

Educator's Preparation Tasks Have the students bring empty packages and cans for the "store" (allow at least one container per student). Label the empty containers with prices of 20¢ or less. Duplicate for each student a copy of page 83 of the Resource Section. Read through the entire activity and adapt where necessary.

Materials/Resources A small bag for each student; empty packages and cans brought in by the students for a play store; a clean envelope for each student; scissors and crayons for each student; three boxes for coins labeled "1¢", "5¢", and "10¢".

Skills Cutting, coloring, writing one's name, matching one to one, completion of work tasks

Pebbles = Pennies
Stones = Nickels
Rocks = Dimes
Boulders = ?

This activity can be used to introduce or develop the following subject matter concepts:
(1) coin values
(2) size relationships--smallest to largest
(3) ¢ sign
(4) counting from 1-20
(5) writing numerals from 1-20

...continued

(6) addition facts through 10
(7) subtraction facts through 10
(8) recognizing number words through 20
(9) reading, writing first and last names
(10) using the number line
(11) sets of like objects (coins)
(12) rocks
(13) the grocery store
(14) money and banking

a. Before recess ask students to have a pebble hunt on the playground. Tell them that a pebble is about the size of one of their fingernails. Give each student a small bag. Students should bring in 20 pebbles. Tell them that they are going to exchange the pebbles for play money.

Allow plenty of time for this. The students may be more interested in "pretty" pebbles, big pebbles, or anything but just 20 pebbles. So let them compare and get "talked out".

You're probably thinking it would be easier to have the tellers give the money to the students. Indeed, it would be. But it might create the false impression that, in real life, banks give money away!

b. Allow one class period for students to prepare the money. Distribute copies of page 83 of the Resource Section. Have students color the pennies brown and leave the nickels and dimes white. Then have them cut out the coins. They will sort the coins into the three labeled containers.

c. During this next class period the students will go to the "bank" and exchange their 20 pebbles for coins. Talk about the different combinations of coins that are equal to 20¢. Have the students decide which combinations they want.

Choose three or four volunteers to be the bank "tellers". Rotate the job so lots of students have a turn. The

students will take turns going to the bank and exchanging their pebbles for coins. The tellers will put the coins in an envelope.

The students should count their money upon returning to their seats to be sure it equals 20¢. They should write their names on their envelopes.

> This may take a while. Those who are not at the "bank" may draw and color pictures of things they would like to save money to buy.

When the students are finished, collect their envelopes.

d. Introduce the ¢ sign. Select volunteers to be store clerks. For this session the students will go to the store and buy things which total 20¢ or less. The clerks will get practice in:

- counting back change, or
- adding up a total and subtracting it from 20¢.

> Adapt this for younger students by decreasing their allotments to 10¢ instead of 20¢.
>
> Adapt it for older students by increasing their allotments to 25¢.

As students compute and check their change, they can use masking tape number lines through 20, if necessary.

e. To process the activity, focus on the concept of consumer. Have a discussion:

- What do we call a person who sells in a store? (seller, clerk, retailer, etc.)
- What do we call a person who buys? (consumer)

- In this activity you all had a chance to pretend you were consumers in an adult way. You consumed <u>things</u> at the store and <u>service</u> at the bank. Grown-ups are consumers. What are some of the things grown-ups buy?

- Are children consumers?

- What are some things children buy?

- Your family probably has other consumers besides you. What are some of the things they buy?

ACTIVITY ELEVEN: SCHOOL HELPS PARENTS

EDUCATOR'S INFORMATION

Subject Matter Area Any subject matter area

Class Grouping Whole class, small groups

Total Time One or two class periods

Concepts and Vocabulary Family member, things you learned in school

Educator's Preparation Tasks Read the section on classroom visits by resource persons in the Methods guide. A week before the activity send out a survey letter to all parents (see page 84 of the Resource Section). Then telephone and make final arrangements with parents who have consented to be on the panel. (You may want to schedule several panel discussions if more than six parents are willing. Try to use all willing parents.) Arrange for some older students to take dictation of each group's thank-you note described in (c) below.

Materials/Resources Pencils or pens, paper, overhead projector

Skills Listening, comprehending, group work skills, relating information to oneself

> This might be a good activity to combine with that Mother's Day Tea in the spring. Make it a Parent's Day Tea so you get some fathers also. Or use it during American Education Week Open House. It might help generate interest and participation on the part of the parents. It's good any time.

PROCESS

a. Send to all the parents a survey letter. (See the sample on Resource page 84.) Telephone the parents who consented to

come to speak to the class. Ask them to tell the class how they apply school learnings in their homes:

- math
- music
- physical education
- science
- social studies
- art
- language arts
- getting along with people
- feeling good about oneself
- communication
- health

Give these parents information such as:

- other parents on the panel
- location of the presentation
- the size of the audience
- the age of the audience
- the time and length of the session

b. Allow time at the end for students to ask questions.

c. For language arts activities divide the children into committees to thank each parent. The committee may draw pictures and write or dictate its thank-you note. Arrange for an older student in your school to write each group's thank-you letter. You might say, "This is Ralph. He is in the sixth grade. Together you can write a letter to thank (Mrs. Wiggins) for talking to our class. You children will be the brain, and Ralph will be the pencil."

> Use the completed letters to present capital letters at the beginning of a sentence. (Show this on the overhead projector. Point out the different kinds of end punctuation in the letters: periods, commas, and exclamation points. Demonstrate the corresponding voice pitches for each mark as a clue to meaning.

d. If you wish, allow time for the students to draw and color pictures of one of the resource persons. The drawings will depict a parent using a skill learned in school to do a family-related activity (e.g., a mother measuring ingredients for cookies, or a father following directions to put together a baby bed). On the chalkboard list the resource persons' names. Have each student copy the name of the resource person shown in his or her drawing.

ACTIVITY TWELVE: PARTICIPATION

EDUCATOR'S INFORMATION

Subject Matter Area Physical Education, Health

Class Grouping Whole class

Total Time One or two class periods

Concepts and Vocabulary Parents, children, family members, participate, leisure-time activities, participation

Educator's Preparation Tasks None

Materials/Resources Drawing paper, crayons

Skills Listening, comprehending, relating information to oneself, speaking

PROCESS

a. Discuss hobbies and leisure-time activities of the students and their families. Ask students to draw and color pictures illustrating how they take part in their families' leisure-time activities. Then have students share their pictures by explaining the family fun activity. For example, "This is a picture of our family going fishing. I always get an empty can for worms from the trash for my dad."

b. When all have finished, the teacher will select one of the illustrated leisure-time activities and will ask students to react to more examples of contributions they can make. For example, fishing. Raise your hand for yes:

- Could you bait the hook?
- Could you drive the car to the lake?
- Could you prepare the lunch?
- Could you clean the fish?

c. Process the activity by saying that we can take part in many different activities. There are some things we cannot do. There are many things we can do.

ACTIVITY THIRTEEN: WHAT I CAN DO

EDUCATOR'S INFORMATION

Subject Matter Area Any or all subject matter areas

Class Grouping Whole class, individuals

Total Time Five class periods

Concepts and Vocabulary Reward, compensation, material payment, advancement, personal satisfaction, recognition

Educator's Preparation Tasks Plan success-insured paperwork for students to complete. You may want to provide activities for fast finishers to do while the others finish up. Prepare the reward systems for each day.

MATERIAL PAYMENT: Bring a marshmallow for each student.

ADVANCEMENT: Write up a list of special privilege activities (one per student). They might be:

- sit at the teacher's desk
- ride in the desk chair (if it has wheels)
- chat with the principal
- talk with a friend
- draw on the chalkboard
- look out the window
- read a library book
- play with the typewriter
- have the class sing a song to you
- sing a song to the class
- make a picture for the overhead projector
- write with a pen
- draw with a pen
- draw with the teacher's markers
- decorate a box with crayons

RECOGNITION: Clear a bulletin board and caption it "SEE WHAT I CAN DO!"

PERSONAL SATISFACTION: Since this comes from within, this reward system will consist of a discussion of personal satisfaction with students telling about something they did that made them feel proud.

Materials/Resources Three sets of paperwork for students to complete, marshmallows, pencils, paper, crayons, chalk, chalkboard, felt-tipped pens, paints

Skills Listening, comprehending, applying information to oneself, completion of work tasks

> Be sure that everyone has an equal chance to earn the reward. The tasks should be easy enough for everyone or should meet individual needs. Students need not all do the same task. The reward should be given only for completion.

PROCESS

a. On the first day introduce the activity. Discuss the following items:

1. What is work?
2. Name some people who work.
3. Why do people work?
4. What does reward mean?
5. Name a reward for working.
6. What are your school work tasks? (write, draw, cooperate, play, sing, etc.)
7. Do you color? cook? fix the toilet? fix the light? write your name? tie your shoe? read?

Explain that for the next four days the class will be learning about different rewards for working.

Then explain the papers students are to complete in this session. Tell them that, as the paper is finished, each student will be paid with something--a marshmallow. Show the fast finishers what they may do while the others are still working.

b. On the second day explain the paperwork. Tell the students that today's reward is a special privilege. As each student finishes the paper have him or her draw a privilege slip from the "hat." Read it aloud and let him or her do the privilege. Be sure that everyone gets to spend at least ten minutes on the privilege activity.

c. On the third day explain the paperwork. Explain that today's reward is recognition: that is you get attention for doing the work. Have them put their completed papers on the bulletin board.

d. On the fourth day introduce the concept of personal satisfaction. Have the children sit in a circle and name some work they have done that made them feel good inside and proud. Tell them that satisfaction is also a reward of work. It is a good feeling or pleasure that comes from inside and not from anyone else.

e. On the fifth day review the four kinds of rewards the class experienced during the week. Ask children to raise hands to show which one they liked best. Also discuss:

-Are you happy inside when you finish work?

-Do you feel good when you can show others your work?

-Is it important for you to be able to do special things that others are not allowed to do?

-Have you ever worked at something that was not appreciated by someone else?

-Does reward for you always have to come from someone else?

(This activity was adapted from Fitzgerald (Dunlap) 1974.)

ACTIVITY FOURTEEN: WHY DO WE DO WHAT WE DO?

EDUCATOR'S INFORMATION

Subject Matter Area Any and all subject matter areas

Class Grouping Whole class

Total Time One class period

Concepts and Vocabulary Task, purpose

Educator's Preparation Tasks None

Materials/Resources An empty soda bottle

Skills Listening, comprehending, speaking, taking turns

PROCESS

a. Arrange the class in a large circle (you may want to have two circles instead). This is a variation of Spin the Bottle. The children take turns spinning the bottle. The person to whom the neck of the bottle points names a task ("some work") he or she performs in school. It need not be academic in nature. The person to whom the bottle bottom points states why the task is done, choosing someone to help if the reason eludes him or her. The teacher can summarize the activity by saying that there is a reason for every task that needs to be done.

ACTIVITY FIFTEEN: PRODUCT OR SERVICE

EDUCATOR'S INFORMATION

Subject Matter Area Any subject matter area

Class Grouping Whole class

Total Time Six class periods

Concepts and Vocabulary Product, service, make, do, goods, helping, making

Educator's Preparation Tasks For each student duplicate and send home a copy of page 85 of the Resource Section. Make arrangements with parents for their visits as resource persons. Read Methods guide section on classroom visits by resource persons.

Materials/Resources Drawing paper, crayons

Skills Listening, comprehending, relating information to oneself, pictorial expression

PROCESS

a. Distribute the drawing paper to students. Talk about some of the things students do during the course of the school day. Ask for students to tell more things. Then say that in their school work they sometimes end up with a thing or an object that can be seen. Sometimes after doing work they end up having helped someone. Give them examples of tasks, and have them tell you what the action most involves, helping or making:

- closing the door (helping)
- writing a story (making)
- picking up paper (helping)
- drawing a picture (making)

Say that sometimes tasks involve some of both, but they may be more of one than the other.

b. Then tell them that there is a word in the work world for a helping kind of job, service. There is another word for a job where something is made, product.

c. Then have the resource persons come in and explain whether their jobs are service-oriented or product-oriented.

d. On a large bulletin board put the captions "Products" and "Services". Have students draw pictures of people working. Label them with a marker according to the work. Then discuss with them the heading under which it goes. Help them think it through, if necessary.

ACTIVITY SIXTEEN: PARENTS AT WORK

EDUCATOR'S INFORMATION

Subject Matter Area Language Arts, Social Studies

Class Grouping Whole class

Total Time Three class sessions

Concepts and Vocabulary Work

Educator's Preparation Tasks Formulate your own definition of work.

Materials/Resources Drawing paper, masking tape

Skills Listening, comprehending, understanding and communicating directions, interpreting pictorial information

PROCESS

a. Present the word "work". Many things we do every day are work activities. What is work for one person may not be work for someone else. For example, there are many people living near the ocean whose job it is each day to gather fish. They get up early in the morning and go out on boats and spend the whole day fishing. At the end of the day they bring the fish they have caught to sell in the markets to other people. For these people fishing is work. Many other people have other kinds of jobs. They work in factories, homes, schools, stores, offices, hospitals, and other places. Sometimes when they are not working, these people take fishing rods and go to rivers and lakes and spend some time fishing. For these people fishing is not work, but it is something they do to relax and have fun.

Then ask:

- Why is fishing considered work for the people who do it each day to get fish to sell?

- Would fishing be work for your parents?

- Would it be work for you?

- What kinds of things at school do you do that you consider to be work?

- What work do you do at home?

b. Ask students to find out what kind of work their parents do. Give them a blank sheet of drawing paper. Have them take the paper home and ask their parents to help draw and color a picture of their work. Ask them to include appropriate tools, equipment, or uniforms. When the students bring back the pictures, let them take turns explaining their pictures, and then tape them up on a space you have captioned "PARENTS AT WORK".

> When you take the pictures down in a few weeks, put them in a booklet titled "Parents at Work". Add these booklets to your chalk ledge display.

(This activity was taken from Fitzgerald Dunlap, 1974.)

ACTIVITY SEVENTEEN: CONGRATULATIONS!

EDUCATOR'S INFORMATION

Subject Matter Area All subject matter areas

Class Grouping Pairs

Total Time Two or three class periods

Concepts and Vocabulary Respect, look up to, honor, congratulations

Educator's Preparation Tasks Gather together a collection of old congratulations greeting cards and display them.

Materials/Resources None

Skills Listening, comprehending, relating information to oneself, deciding, valuing, oral expression, working in pairs to complete a task

PROCESS

a. Pantomime the following actions for the students:

1. curtsey (for a king or queen)
2. salute (for the flag)
3. bow (for a king or queen)
4. applaud (for the winner)

Ask students to tell you why you are doing these things. (To show honor, to pay respect, to show that you look up to someone for something he or she has done.)

Go through the following list and ask students to think of occasions when people might use these actions to show respect for someone:

5. play special music (for a bride or the President of the United States)

6. a 21-gun salute of cannons (for a king or queen who comes to visit in the United States)

7. cheers (for a football player who makes a touchdown)

8. good words (for a student who finishes his or her work)

9. flowers (for a lady who has a baby)

10. a pat on the back (for a child who cleans his or her room without being told)

11. awards (for making the best movie of the year: Academy Awards)

12. greeting cards (for birthdays)

13. prizes (for winning a contest)

b. Divide the class into pairs. Assign to each pair one of the situations listed in (a) above; ask the pair to roleplay the situation.

c. Arrange the students in a large circle for sharing. Review the 13 respectful behaviors described in situations above in (a). Process the activity by telling the students to pretend that they have just done something good, something that makes other people want to show respect to them or look up to them. Have them tell the way in which they would like to have respect shown to them. They can also tell <u>why</u> they chose it.

ACTIVITY EIGHTEEN: KIDS AT WORK

EDUCATOR'S INFORMATION

Subject Matter Area Any or all subject matter areas

Class Grouping Whole class, groups of four

Total Time One class period

Concepts and Vocabulary Work

Educator's Preparation Tasks Re-read Activity Sixteen, PARENTS AT WORK. Adjust your definition of work to apply to children's efforts. Prepare an empty space near the students' illustrations of adults at work (see Activity Sixteen). Caption the display space "Kids at Work".

Materials/Resources 12" x 18" drawing paper, a set of water-base paints and water containers for each painting table

Skills Listening, comprehending, relating information to oneself, pictorial expression

PROCESS

a. Arrange the students in a discussion circle. Introduce the saying "A child's work is a child's play." Ask the students what this might mean. (The task of a young child is to explore his or her environment and to make meaning of these experiences. Play is exploring, experimenting, and developing skills and knowledge.) Explain that playtime in school is as important as work time. Ask the students if this is true: "Going to school is your job." Then ask them to tell examples of ways they work outside of school.

b. Ask the students to paint pictures of some work they do, either in school or out of school. Arrange them at tables with paints and water for each group. When the paintings have dried they can get into small groups and explain their paintings to one another. This should help them to:

1. see that all people work, and
2. formulate a definition of work.

Tape up the pictures on the space you have captioned "Kids at Work".

When you take the pictures down, assemble them in a booklet for the chalk ledge titled "Kids at Work".

ACTIVITY NINETEEN: ME MUSEUM

EDUCATOR'S INFORMATION

Subject Matter Area Health, Science, Physical Education

Class Grouping Whole class divided into thirds

Total Time Three class periods

Concepts and Vocabulary Growth, change, development, museum

Educator's Preparation Tasks Duplicate for each student a copy of the letter to the parents (page 87 of the Resource Section) and a sheet of labels (page 88 of the Resource Section). Attach four stick pins to each page of labels. Staple together the letter, the label page, and three clear plastic food storage bags. Prepare one set of these materials for each student.

Materials/Resources Clear plastic food storage bags, stick pins

Skills Organizing information, showing respect for the property of other people

PROCESS

a. Send out the LETTER TO PARENTS, along with the museum object labels and the plastic bags. Tell the children you are going to set up a museum about themselves so they can see how they are changing. Talk about what a museum is and what is in it. They will be bringing things from earlier stages of their lives: their old toys and books, pictures of themselves when they were younger, and outgrown clothing. When they look at these things now, they will be aware of changes in their interests and in their physical development.

Explain that they can use the bags to protect and to carry small objects to school. Together with their parents they can fill out the label describing their use of the object. They can put the label in the plastic bag with the object for identification. Sometimes these things have sentimental value and we want to avoid loss.

When the materials have been gathered, arrange them on the display table. Take the objects out of the plastic bags and attach the labels. (You may want to re-copy some of the labels that were written in cursive.)

Infuse this activity through the health curriculum when you study good health habits that help us grow.

It could also be used in a science unit on growing things: plants, pets, etc.

ACTIVITY TWENTY: TEAMWORK

EDUCATOR'S INFORMATION

Subject Matter Area Physical Education, Social Studies, Language Arts

Class Grouping Whole class, individuals

Total Time A week of class sessions

Concepts and Vocabulary Teamwork

Educator's Preparation Tasks Prepare a sack containing school workers' titles, described in (b) below. Arrange for the school workers to speak to the class, as outlined in (c) below. Read the Methods guide on classroom visits by resource persons.

Materials/Resources Drawing paper, crayons, pencils, sack, slips of paper

Skills Listening, comprehending

PROCESS

a. On Monday introduce the concept of teamwork by directing the students in a relay of some kind.

Talk about teamwork with the students:

1. Why do we have teams?
2. Does everyone on a team do the same thing?
3. Is this always true? In football, certain players block the ball, certain players run with it, and certain players throw the ball.

That's the way it is at school, too. The cook knows how to make big batches of recipes. The custodian knows how to run the furnace, and the principal knows how to get the money to run the school. During the week, different school workers will be talking to us about their teamwork.

b. Label a paper sack "School Worker Team". Cut slips of paper to put into the sack. On each slip of paper write the name of a school worker. Omit those not found in your school. Add those not found on this list.

- cook
- nurse
- student
- counselor
- custodian
- principal
- secretary
- library aide
- librarian
- bus driver
- superintendent
- remedial reading teacher
- classroom teacher
- school patrol
- physical education teacher
- music teacher
- art teacher
- speech teacher
- learning disabilities teacher
- social worker
- playground aide
- lunchroom aide

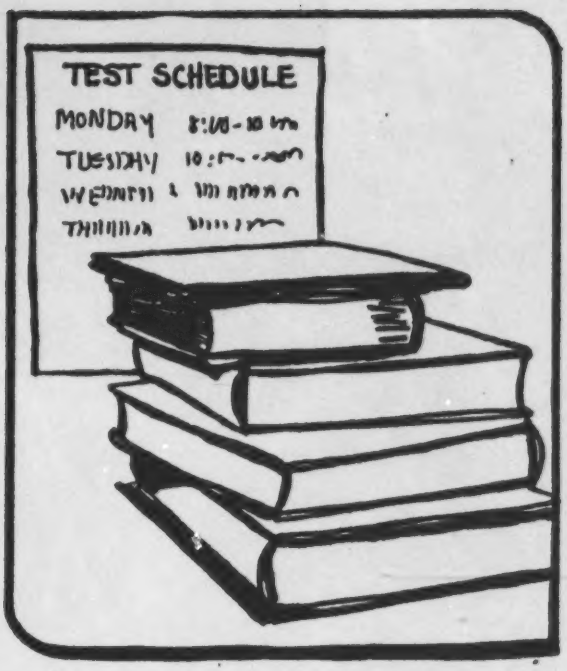
c. Arrange for each of your school's workers to step into your classroom for a few minutes and tell the students about their work. This can be done at various times during the course of several days...

to space the presentations for the students' sake; and
to accomodate the worker's schedules.

After the worker has finished a brief description of his or her work, have this person draw a slip from the "School Worker Team" sack. This person then (1) reads aloud the worker written on the slip of paper and (2) tells how his or her own work, schedule, etc., relates to that worker's.

d. Process the activity on Friday by having the students draw pictures of a two-member school worker team, showing how their work relates.

Have them post their completed illustrations. Caption the picture display "The School Worker Team".



LIFE CAREER PLANNING DOMAIN

The activities in this domain deal with:

(1) planning skills.

(2) educational environment.

(3) self understanding.

(For a complete list of teaching points, see Appendix C.)

ACTIVITY TWENTY-ONE: MY THREE WISHES

EDUCATOR'S INFORMATION

Subject Matter Area Math, Language Arts

Class Grouping Whole class

Total Time One class period

Concepts and Vocabulary Choice, rank order, sequential order of numbers, value

Educator's Preparation Tasks Duplicate for each student a copy of pages 89 and 90 of the Resource Section.

Materials/Resources Pencils, crayons, scissors, paste

Skills Listening, following directions, cutting, pasting, pictorial expression, understanding of sequential order of numbers from 1-3

PROCESS

a. Distribute copies of the CUT SHEET (See page 89 of the Resource Section). Tell the students to pretend they can have anything in the world they want, ANYTHING! Tell them to draw and color one thing in each box. When they finish, they are to cut out the three boxes. They will then place them in a rank order: first choice on top, second choice in the middle, and third choice on the bottom. They may change their minds and rearrange the order. They might even look at someone else's and be influenced by another person's choices. The rank order should, however, reflect their personal choices.

b. Then distribute copies of PASTE SHEET (see page 90 of the Resource Section). When they are satisfied with their rank orders, they will paste their choices on the sheet: first on top, second in the middle, third on the bottom.

c. Then arrange the students in groups of five or six. They

will take turns telling:

- their first choice, and
- why they put it first.

Then tell the students that when something is their first choice, that means they value this thing more than the others.

> The words first, second, and third in this activity fit in beautifully with the math concept of the sequential order of numbers from 1-10. What a great way to show the relevance of math to real life situations!

ACTIVITY TWENTY-TWO: WE MAKE DECISIONS

EDUCATOR'S INFORMATION

Subject Matter Area Language Arts, Art

Class Grouping Whole class

Total Time One class period

Concepts and Vocabulary Decide, make up your mind, never, sometimes, always

Materials/Resources Drawing paper, crayons

Skills Listening, comprehending, relating information to oneself, responding, pictorial expression

PROCESS

a. Introduce the word decision. There are times when we have to "make decisions". Another way to say that is: there are times when we have to "make up our minds".

Tell the students they will be voting on some questions about their decisions. To answer yes, they raise their hands. To answer no, they keep their hands down. (Seat students so they can see the responses of one another.

- Do you decide when to get up?
- Do you decide what to wear?
- Do you decide how to brush your teeth?
- Do you decide what to eat for breakfast?
- Do you decide how to get to school?
- Do you decide what colors to use when you make pictures?
- Do you decide whether or not to do your work?
- Do you decide whether or not to smile?
- Do you decide where you will live?

b. To vary their response mode, call their attention to the signs on one wall:

Never	Sometimes	Always

Tell them to go stand under the sign that shows their own answer to these questions:

- Do you decide what to do after school?
- Do you decide how to get home from school?
- Do you decide what snack to eat after school?
- Do you decide what is served for dinner?
- Do you decide when it's time for bed?

> There are many questions in (a) and (b). Shorten the list if you need to.

c. Now pass out drawing paper. Ask each student to make a picture showing a decision he or she makes.

Post the pictures in an area which you have captioned "We Make Decisions". When you take them down in a few weeks, assemble them into a picture booklet for your chalk ledge collection. Students may look at these in spare time.

> You may want to have students dictate their picture titles to you. You can go around the room and write their titles on their papers in felt-tipped marker as they draw.

ACTIVITY TWENTY-THREE: BRAINSTORMING

EDUCATOR'S INFORMATION

Subject Matter Area Language Arts

Class Grouping Four groups

Total Time One class period

Concepts and Vocabulary Brainstorming, brainstorm ideas, thinking together

Educator's Preparation Tasks Gather materials. Divide the class into four groups.

Materials/Resources A square yard of cloth, a plastic drinking glass, a newspaper, a yardstick

Skills Group work, modifying ideas of others

PROCESS

a. Divide the class into four teams. To each team give one of the following:

- a square of cloth about 36" x 36"
- a newspaper
- a plastic drinking glass
- a yardstick

Tell them that each object has a use. They are to pretend that each object is something else and demonstrate its pretended use. Demonstrate by walking with a limp and pretending the yardstick is your cane.

Tell them that they might not be able to think up many ideas all alone. But ideas will pop into their heads as they watch one another. They will have lots of ideas because they are thinking together. This kind of thinking together for lots of ideas is called brainstorming.

b. After about ten minutes, allow each student to do for the whole class one of his or her brainstormed ideas. Have fun!

c. Then process the activity by discussing the following concepts:

-Brainstorming is helpful when we have to decide about something. When we brainstorm we think up many choices. When we brainstormed together we came up with many ways to use a newspaper. We can also brainstorm choices when we have to choose a vacation place. Tell about a time when your family used brainstorming to decide where to go on vacation.

-Tell us about a time when you used brainstorming to decide what to play at recess.

-You all made decisions on different ways to use your objects. Brainstorming helped you get ideas.

-We are always making decisions - all the time.

-To decide means "to make up your mind".

-What are some of the decisions you make? Tell us about times when you have had to make up your mind.

ACTIVITY TWENTY-FOUR: CHANCE AND PLANNING

EDUCATOR'S INFORMATION

Subject Matter Area Math

Class Grouping Groups of four

Total Time One or two class periods

Concepts and Vocabulary Chance, take a chance, plan, make a plan, crescent, semi-circle, triangle, oval

Educator's Preparation Tasks Duplicate two copies of the blank clown face for each group (see page 91 of the Resource Section). Duplicate a copy for each student of the clown face features (see page 92 of the Resource Section).

Materials/Resources Tape, paste, crayons, scissors

Skills Listening, comprehending, group work skills, modifying task-related behavior

PROCESS

a. Arrange desks in groups of four so students will not be able to see the work of each other. Tape a clown face (see page 91 of the Resource Section) near the area where each group will be working. Seat the children.

Introduce the problem. Tell the students that Clarence the Clown has a problem. He doesn't have his face on yet, and he can't find his make-up. He wants you to finish his face.

Distribute the page with the features (see page 92 of the Resource Section). Ask them to secretly select one thing: an eye, the nose, or the mouth. Then secretly color it and cut it out. They should try to do this without showing the other group members which feature they have chosen.

Each student will then put paste on the back of his or her chosen feature. Then, on the signal from the teacher, the group members will paste their features on the blank clown

face. Several things may happen.

Students will stop before they paste the features down, realizing that they have duplicates of some and none of others.

Students will paste down features, noting duplicates and/or omissions.

A group may end up with two eyes, a nose, and a mouth in the right places. If so, point out that this is a rare occurrence.

b. Give to each group its second blank clown face (page 91 of the Resource Section), and have them spend a few minutes planning who will add which feature. They should color, cut, and paste as before. Then they sign their names to the completed picture of Clarence.

c. Process the activity. Tell them that they had a problem to be solved: they had to put a clown's face on him. First, they just took a chance. It didn't work out. When they sat down and made a plan, it went quicker and they got the job done. Each person did something. Have one person from each group stand up and explain their plan: "Lillian did one eye. Cedric did the other. Cherish did the nose, and Leonard did the mouth."

Use this activity with a math lesson in which you present geometric shapes. You will be able to use:

- triangle
- semi-circle
- oval

You can ask students to find these shapes in Clarence's face for practice in visual discrimination.

ACTIVITY TWENTY-FIVE: HORTON'S WORK HABITS

EDUCATOR'S INFORMATION

Subject Matter Area Reading, Math

Class Grouping Whole class, individuals

Total Time Two class sessions: one at the beginning of the morning and one at the end

Concepts and Vocabulary Task, pleasant, unpleasant, patience, reward, responsible, irresponsible, work habits

Educator's Preparation Tasks Read through the entire activity and assemble a collection of Decision Time Choices as described in (b) below.

Materials/Resources A collection of independent learning activities for students to do when they finish their work (see (b) below), a copy of HORTON HATCHES THE EGG by Dr. Seuss (optional)

Skills Task completion, listening, comprehending, decision-making, work habits

> Decision Time Choices are simply a variety of independent learning activities for students to do in their free time.
>
> Decision Time was introduced by Dr. Charles Snethen at the University Elementary School, University of Missouri - Columbia. It was designed to meet the need for children to:
> - self-select learning activities from among prepared choices.
> - allow for practice in making decisions.
> - provide children the opportunity to take responsibility for some of their learning.
>
> This activity contains an adaptation of that

Decision Time. Introduce Decision Time here and use it for part of your reading "seat-work", if you have not already one so.

Decision Time gives students:

- a chance to see that hard work and patience are usually rewarded;
- rewards and variety, not merely more worksheets, for their hard work and patience.
- rewards for showing responsible behavior by completing assignments.

Last, but not least, Decision Time benefits teachers:

- by motivating students to finish assignments.
- by giving students some of the responsibility for wise use of time.

PROCESS

a. Before launching the reading or work session, read aloud HORTON HATCHES THE EGG by Dr. Seuss (reprinted on pages 93 - 98 of the Resource Section). Try to have a copy of the book itself so you can show the pictures as you read.

Then discuss the meaning of the following words:

- Was Horton responsible?
- How do you know?
- Was Mazey, the mother bird, irresponsible?
- How do you know?
- What was Horton's task?
- Was it a pleasant task? Explain.
- How did he feel when he was doing it?
- Was Horton rewarded for doing it?
- What was his reward? (the devotion of the baby bird)

Explain that students have tasks and work to do. Some of it is pleasant and some not so pleasant. But we all have tasks, or work that must be done. It is very important that we always try to finish our work. Adults, too, have to finish their work. If we have good work habits, we finish our work

as well as we can and as soon as we can.

> Be sure that you have matched students' abilities with the requirements of their tasks. Encourage them to ask questions of you and fellow students when they need help. Help them feel comfortable about telling you if the work is just too hard, so you can make adjustments.

Tell the students that being responsible and working is usually rewarded and that you have activities they can do after they finish their assignments.

b. Call attention to the table or bookshelf of Decision Time choices:

- puzzles
- flashcards
- children's magazines
- dot-to-dot books
- crossword puzzle books
- library books
- drawing paper
- independent learning activities, including directions and answer keys

Present or adapt these guidelines for Decision Time:

1. You may have a Decision Time choice when your work is finished.

2. Take the activity to your seat and use it in your spare time.

3. You may keep the same activity at your seat until dismissal time.

4. Four at a time may be at the table or bookshelf making decisions.

Add to your collection of Decision Time choices as the year progresses. Use your "idea" books and commercial games. Here are some books which have excellent learning games and activities you can make. Include directions and answer keys so activities can be done without teacher intervention.

Dumas, E., Howard, C. & Dumas, J. Arithmetic charts handbook. Belmont, California: Fearon Publishers, 1960.

Dumas, E. Math activities for child involvement. Boston: Allyn and Bacon, Inc., 1971.

Chappel, B. Language arts seatwork: Primary grades. Belmont, California: Fearon Publishers, 1967.

Garrison, E. Individualized reading: Self-paced activities. Dansville, New York: Instructor Publications, Inc., 1970.

Hall, N. Rescue: A handbook of remedial reading techniques for the classroom teacher. Stevensville, Michigan: Educational Service, Inc., 1969.

Hopkins, L. & Shapiro, A. Creative activities for the gifted child. Belmont, California: Fearon Publishers, 1969.

Platts, M., Marguerite, R. & Schumaker, E. Spice: Suggested activities to motivate the teaching of the language arts. Stevensville, Michigan: Educational Service, Inc., 1960.

c. At the end of the morning (or your work period) take a few minutes to process the activity. Iron out management problems. Ask what students' responsibilities are in maintaining the materials. Discuss taking turns, working quietly. Review the

guidelines in (b) above. Ask for additional guidelines that may be needed.

Don't be discouraged. You're probably already using Decision Time in one form or another. It can work beautifully once it's under way. Adapt it to your students, their needs and yours. Try to provide for different tastes and learning styles. Have student teachers make two of each independent learning game: one to keep and one to leave behind for your Decision Time. That will help expand the activity choices.

ACTIVITY TWENTY-SIX: NELLIE WENT TO HOLLYWOOD

EDUCATOR'S INFORMATION

Subject Matter Area Language Arts

Class Grouping Small groups of five or six

Total Time One class period

Concepts and Vocabulary Listening, speaking, listening habits, speaking skills

Educator's Preparation Tasks Prepare two charts: one of good listening habits and one of good speaking habits (see (a) below).

Materials/Resources None

Skills Listening, comprehending, repeating, speaking

> This activity lends itself very nicely to those beginning-of-the-year orientation sessions, as well as to all of your communications/language arts activities. Consider the possibilities for enhancing your Show n' Tell!

PROCESS

a. Arrange the students in small circles, with no more than seven in each circle.

Present some good listening habits:

1. Sit comfortably.
2. Keep your hands still.
3. Look at the speaker.
4. Think about what is being said.

Present some good speaking habits:

1. Look at your listeners.
2. Think about what you're saying,
3. Speak loudly and clearly.

b. Introduce the game "Nellie Went to Hollywood". Choose someone to begin. The first player says, "Nellie went to Hollywood, and she took a _____" (he or she inserts the name of an object; for example, a toothbrush). The second player repeats what the first player said and adds the name of another object; for example, a ball, and so on.

Player 1: "Nellie went to Hollywood, and she took a toothbrush."

Player 2: "Nellie went to Hollywood, and she took a toothbrush and a ball."

Player 3: "Nellie went to Hollywood, and she took a toothbrush, a ball, and a dress."

Player 4: "Nellie went to Hollywood, and she took a toothbrush, a ball, a dress, and an apple."

Player 5: "Nellie went to Hollywood, and she took a toothbrush, a ball, a dress, an apple, and a boat."

> After students play a round or two, have them play again with no repeats or help from one another.

Continue to stress listening and speaking skills.

ACTIVITY TWENTY-SEVEN: HOW AM I DOING?

EDUCATOR'S INFORMATION

Subject Matter Area Math, Language Arts

Class Grouping Whole class, individuals

Total Time Two class periods with several days between

Concepts and Vocabulary Numerals, alphabet letters

Educator's Preparation Tasks Duplicate for each student a copy of page 99 , 100, or 101 of the Resource Section. Choose one of the sheets for each student and decide whether he or she will be identifying or writing the numerals or letters. Put the student's name on each sheet. Put a check in the appropriate box at the bottom of each sheet. The box tells the student whether to practice identifying or writing.

Materials/Resources Tape, pencils, handwriting paper

Skills Categorizing, charting progress over several days

PROCESS

a. Categorizing is a valuable skill--one which helps us process incoming information. It helps us learn more quickly and retain longer. Below are categories in which the alphabet may be introduced.

LOWER CASE LETTERS:

Straight-line letters
i l t

Slant-stick letters
v y w x z k

Tall stick letters
l b h k d t f

Balloon and string letters
a b c d e g o p q

Hill or hump letters
n m h r u

Double curve
s

UPPER CASE LETTERS:

Tall straight-stick letters
L H T F E I

Tall slant-stick letters
V W A X Z M N Y K

Big balloon letters
O Q C G D

Slide-turn letters
D P R B

Underturn letters
J U

Big snake letter
S

The writer does not intend to overturn your readiness program or the way you teach the alphabet. Categories or groupings in this activity is merely something to point out to students. (Charting progress is the objective of this lesson.) However, there is an advantage to working with letters in groups: after one letter in the group is learned, it is easier to learn the others. Tell this to the students when you point out categories or groupings.

b. After children have had an introduction to and practice with numerals or the alphabet, distribute copies of the record sheets (see

pages 99 through 101 of the Resource Section).

> You can give everyone the same sheet or select the one which meets each students' individual needs. Some students will be merely identifying, while others are writing.

Tape each student's sheet on his or her desk. If students do not have assigned seats, post sheets on the wall or a bulletin board. Direct their attention to the boxes at the bottom of the page, which you have marked ahead of time. These boxes tell the student whether they will be identifying or writing the materials or letters. When they feel they have mastered a letter or numeral (can name or write it) they should circle it. When everything is circled, they can come to you for oral or pencil-and-paper assessment. Allow several days for them to practice this. Use your handwriting periods for their practice and assessment.

c. On the final day of the activity have a discussion, but let students have their progress charts for ongoing record keeping.

   1. What does it mean to keep a <u>record</u> of something? (Keep track of it, write down what you have done, etc.)

   2. <u>Progress</u> means how you're doing. Did your record sheets help you to see how you were doing? How did they help you keep track of what you had left to work on?

   3. Can you think of other kinds of progress records? (Birth certificates, baby books, grade cards, doctors' and dentists' records, school cumulative records. Bring out a school permanent record folder and show its contents.)

Summarize by saying that it is helpful to keep records or "keep track" of what we have done. It helps us see what we have left to do. And we can make our plans from that.

ACTIVITY TWENTY-EIGHT: TALENT SHOW

EDUCATOR'S INFORMATION

Subject Matter Area Any and all subject matter areas

Class Grouping Whole class, individuals

Total Time One class period each day for a week

Concepts and Vocabulary Talents, strengths, confidence, special abilities

Educator's Preparation Tasks Think about your own abilities and talents

Materials/Resources None

Skills Presenting to a group of peers, listening, speaking

PROCESS

a. Take a few minutes to tell students about your own strengths, talents, assets, and everything you can do well. Remind them that everybody has a talent, something he or she is able to do. It might be singing, making people feel happy, drawing a picture, reading, tying a shoe, or jumping rope.

   Explain that (for approximately half an hour) every day this week five or six students will demonstrate or tell something they can do well. Everyone will have a chance to do it. Select five or six volunteers to be in tomorrow's talent show. At the end of each talent show choose the volunteers for the next day's talent show.

   Give gentle encouragement to those who hesitate. To help overcome shyness, you could seat everyone in a circle or sit in front of the group and have each presenter stand beside you.

ACTIVITY TWENTY-NINE: LEARNING IN SCHOOL

EDUCATOR'S INFORMATION

Subject Matter Area Any or all subject matter areas

Class Grouping Groups of four or five

Total Time One class period

Concepts and Vocabulary Learn, school setting

Educator's Preparation Tasks Arrange for two older students for each group to speak as resource persons. They should be from different grade levels. Prepare bulletin board or wall displays described in (c) below.

Materials/Resources Drawing paper, crayons, pencils, felt-tipped markers

Skills Listening, comprehending, asking questions

PROCESS

a. Make arrangements for older students to come to speak to each of your groups on the kinds of things that they are learning in school. Assign two from different grade levels to each group. Have them wear large cutout numerals showing their grade levels. Ask them to wear what they normally wear to "work" and to bring a couple of the text and workbooks for them to use. Introduce the activity by saying that we are always learning: at home, at school, and at play. Tell your students to find out all they can about the learning that takes place at school. Have the resource persons (older students) talk on the topic and answer questions.

b. After ten minutes or so, have each of your students draw and color a picture of learning that occurs in school. Ask the older students to write each younger student's caption on his or her picture.

c. Then have the students post their drawings on a display space captioned "Learning in School" or something similar.

ACTIVITY THIRTY: OUR INTERESTS

EDUCATOR'S INFORMATION

Subject Matter Area Any subject matter area

Class Grouping Small groups

Total Time Two or three class periods

Concepts and Vocabulary Interest, hobby, time spent, objects which represent interests

Educator's Preparation Tasks Prepare table for display of students' objects. Prepare name cards to identify each student's object.

Materials/Resources Objects which represent the educator's personal interests

Skills Identifying Interests

PROCESS

a. Begin by showing the objects you have brought which represent things you like to do. Tell the students:

- why you like to do this;
- how you became interested in this;
- how you do this;
- if you do this alone or with others.

Say that this thing represents an interest for you because you have spent many enjoyable hours doing it.

Ask the children to bring objects from home which will show what their interests are: a ball, a toy, a coloring book, a game, and so on. It should be something that they spend time doing. Otherwise, it isn't really an interest. The amount of time we spend freely on something corresponds to the amount of interest we have in it.

b. For the next class session arrange the students in small groups. Have each child show and tell about the object

brought from home. When all have finished, have them arrange the objects on a table for display. Make little name cards to stand beside the objects they have brought (like the hobby shows we had in school back in the enchanted fifties). Post a caption above the table: "Interests". Allow students to look at this in their spare time. You may want to limit the number to six at a time at the table.

(This activity was adapted from Newton, 1974.)

RESOURCE SECTION

The pages in this section include the originals for:

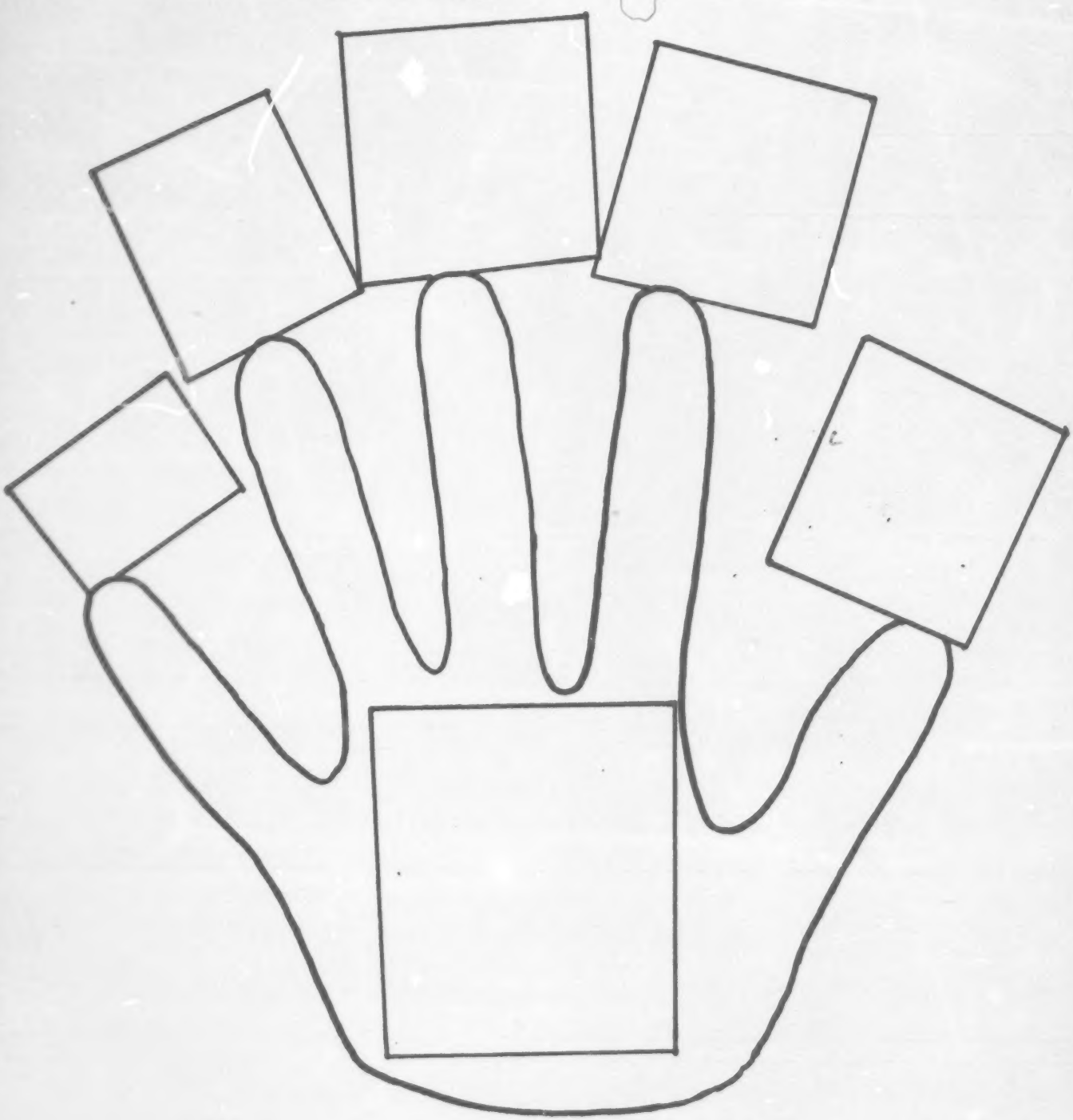
(1) acetate (overhead projector) transparencies.

(2) student "hands-on" materials.

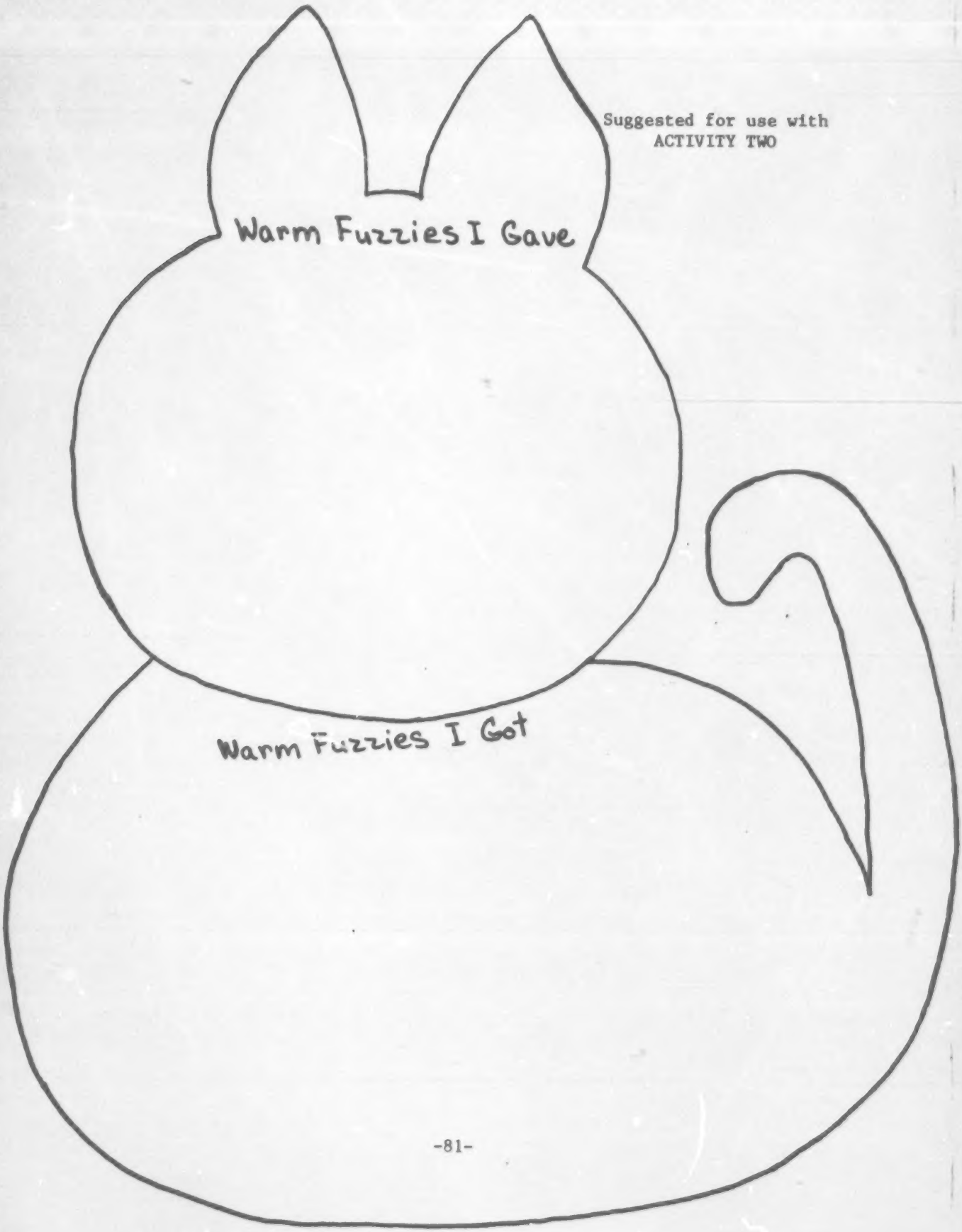
The pages are printed on white paper so that you can put them through the Thermofax copying machine. This machine will reproduce either an acetate transparency or a spirit duplicator ("ditto") master, ready to use.

I AM IN TOUCH WITH MANY PEOPLE

Suggested for use with
ACTIVITY ONE



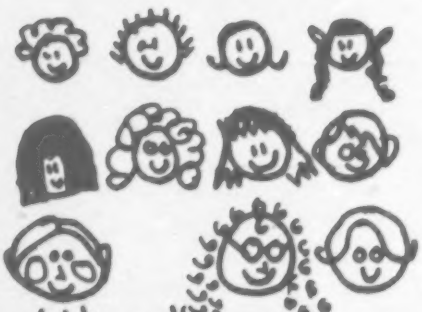
Suggested for use with
ACTIVITY TWO



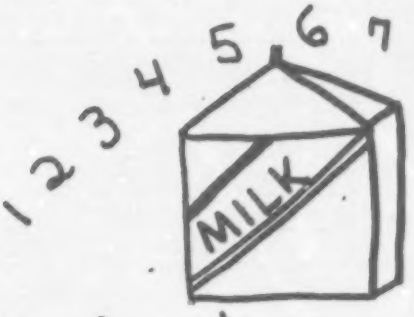
Suggested for use with
ACTIVITY SIX

Pledge 1

Cut and paste these to make a Class Meeting Agenda.

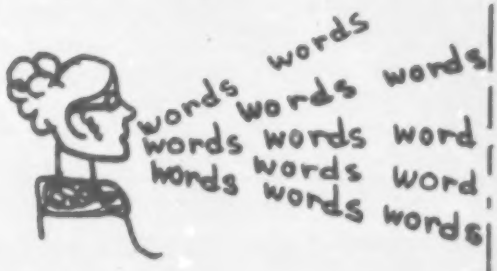


Attendance 2



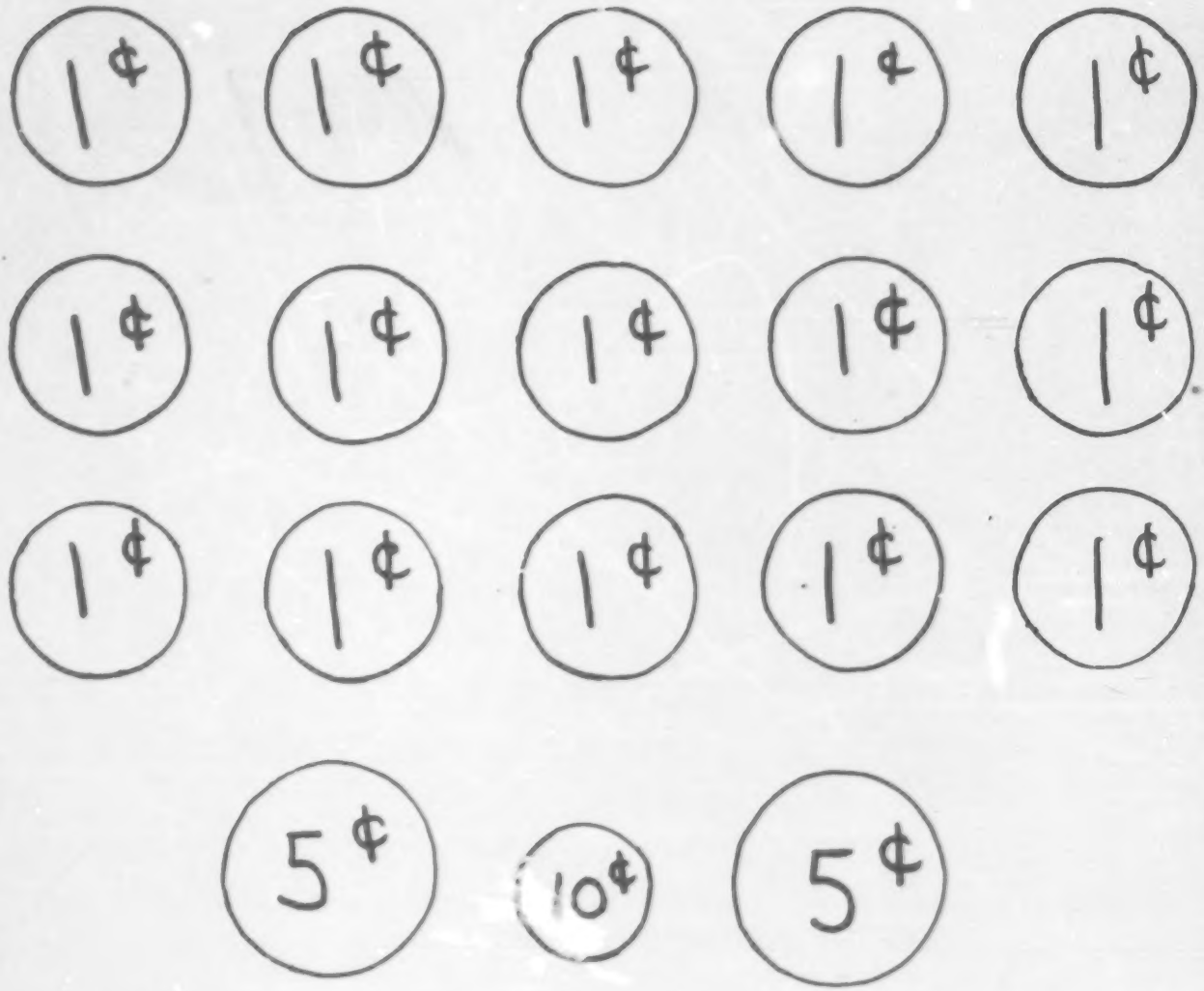
Milk Count
Lunch Count 3

Show and Tell 4



Announcements 5

Suggested for use with
ACTIVITY TEN



-83-

Suggested for use with
ACTIVITY ELEVEN

SAMPLE SURVEY LETTER TO ALL PARENTS

February 31, 1977

Dear Parents,

This year we are involved in a new program--Career Guidance. Through this program we are looking at all aspects of our Life Careers, everything from birth to death. Some important concepts are:

- the interdependence of people;
- the interrelationship of school and the world;
- the relevance of school subject matter to tasks students are or will be performing.

In this activity, we want students to see that the things we learn in school are useful in daily living. We want you to tell us how you use math, language arts, physical education, music, science, health, and social studies in your home. Our speakers--parents of the students--will be seated in front of the group as in a panel discussion. Please be thinking about how you apply the things you learned in school and in extra-curricular activities.

I hope that you can come and talk to our students. Please sign and return the form below. Many, many thanks.

Sincerely,

Kent Waite

- -

I will be willing to come and speak to the class on _____.

My telephone numbers are: _____

_____

Signed _____

Suggested for use with
ACTIVITY FIFTEEN

SURVEY LETTER TO ALL PARENTS

March 20, 1977

Dear Parents,

As you may recall, we are involved in a new program - Career Guidance. It is aimed at helping students to develop skills to examine and to influence all aspects of their total life careers.

Several of you came and told us how you use school learnings as family members in your homes. We appreciated your coming. It really motivated the children!

I am preparing an activity so that students can see that work effort can result in either a service or a product. So won't you come and tell us about your work? The students are a most appreciative audience.

I hope to hear from you. Please sign and return the form below. Many, many thanks.

Sincerely,

Kent Waite

- -

I will be willing to come and speak to the class

on_____.

My telephone number(s):_____

_____

Signed_____

Suggested for use with
ACTIVITY FIFTEEN

CONFIRMING LETTER

March 25, 1977

Dear _____,

I enjoyed speaking with you on the telephone. Thank you for consenting to come and tell the class about your work.

This list may be helpful.

1. Please wear what you normally wear to work.

2. Bring tools or equipment, if you can.

3. Describe a typical day. Do you always do the same thing?

4. Tell us whether your work results in a product or a service. Bring a sample product if you can. Or describe the service and tell how it might affect the children's lives.

5. We will allow a few minutes for the children to ask questions.

Your audience age is 5-7 years old. About 20 minutes is a good length. The class will be waiting for you in:

Room_____

at_____

on_____

Sincerely,

Kent Waite

Suggested for use with
ACTIVITY NINETEEN

LETTER TO PARENTS

April 25, 1977

Dear Parents,

We are about to begin an activity in our class to help students be aware that we are constantly changing. Our activity consists of setting up a museum showing objects from earlier stages in the children's lives. We'd like for each child to bring two or three objects from earlier ages. They might be any of the following:

- pictures of themselves
- outgrown clothing
- outgrown shoes
- toys they used to like
- outgrown baby clothes and shoes
- baby pictures
- favorite baby toys or rattles

We will try our very best to take good care of the objects and see that they are returned. Nevertheless, do not send anything that is a precious keepsake.

Attached are some labels, plastic bags, and stick pins. Please put the object and the label into the sack, and pin it shut.

We are all looking forward to setting up the museum. Please stop in and see our little museum. We will leave it up for three days.

Many thanks for your cooperation.

Sincerely,

Kent Waite

Suggested for use with
ACTIVITY NINETEEN

MUSEUM OBJECT LABELS

(Enclose one in each plastic bag with each object you are sending.)

This object was used by _____

when he or she was _____ years old.

School _____

Child's teacher _____

Room Number _____

This object was used by _____

when he or she was _____ years old.

School _____

Child's teacher _____

Room Number _____

This object was used by _____

when he or she was _____ years old.

School _____

Child's teacher _____

Room Number _____

Suggested for use with
ACTIVITY TWENTY-ONE

CUT SHEET

Write one wish in each box.

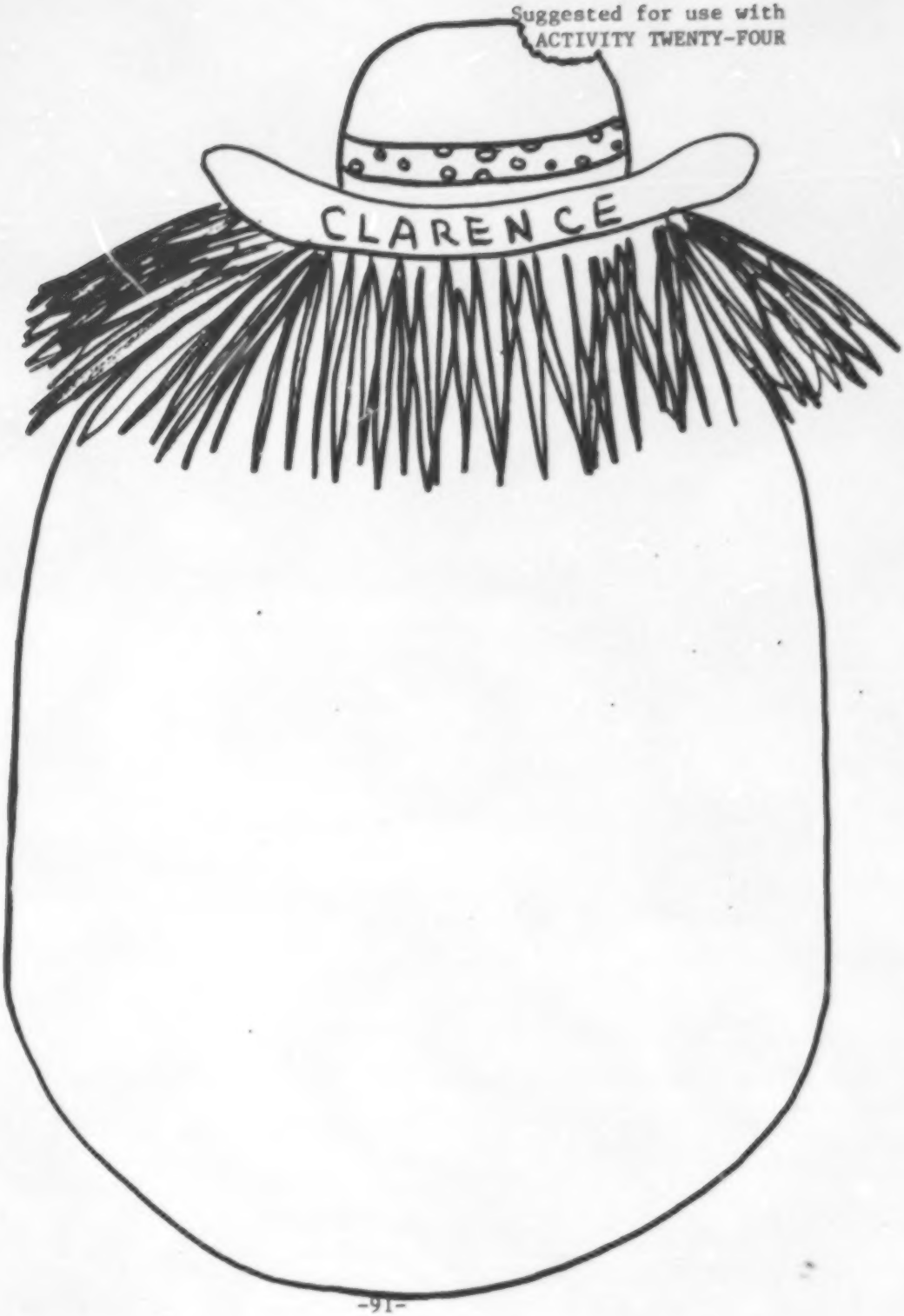
Cut on .....

Suggested for use with
ACTIVITY TWENTY-ONE

PASTE SHEET

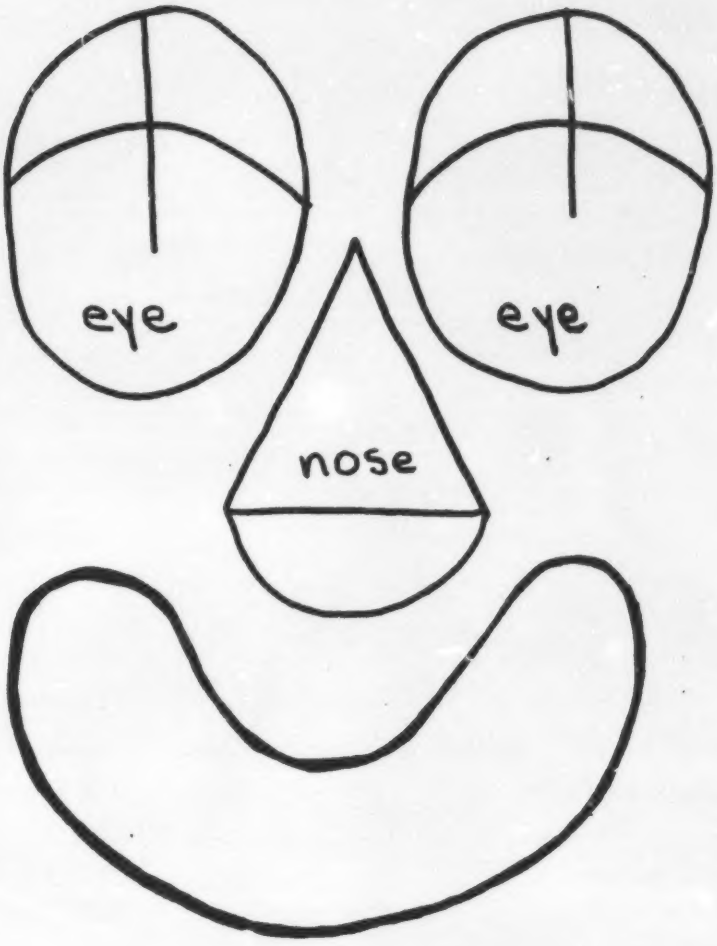
My First Choice	Paste it here.
My Second Choice	Paste it here.
My Third Choice	Paste it here.

Suggested for use with
ACTIVITY TWENTY-FOUR



Suggested for use with
ACTIVITY TWENTY-FOUR

Choose only one.
Color and cut it.



Pages 93 through 98 have been omitted on purpose.

Suggested for use with
ACTIVITY TWENTY-SEVEN

RECORD SHEET

My name is _____

1 2 3 4 5

6 7 8 9 10

☐ Name the numerals.

☐ Write the numerals.

Circle the ones you knew.

Suggested for use with
ACTIVITY TWENTY-SEVEN

RECORD SHEET

My name is _____

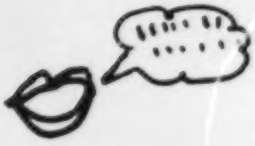
a b c d e f g h

i j k l m n o p

q r s t u v w x

y z

☐ Name the letters.



☐ Write the letters.

Circle the ones you knew.

Suggested for use with
ACTIVITY TWENTY-SEVEN

RECORD SHEET

My name is _____

A B C D E F G H I

J K L M N O P Q

R S T U V W X Y Z

☐ Name the letters.

☐ Write the letters.

Circle the ones you knew.

APPENDIX A

TEACHING POINTS FOR INTERPERSONAL EFFECTIVENESS

Activity	Georgia Goal	Human Relations Skills
1	A. Behavior affects behavior	The students will describe their own interpersonal relationships.
2	B. Friendships	The students will be aware of trust-building and sharing.
3	C. Expressing opinions and beliefs	The students will be aware of non-verbal ways of expressing themselves.
4	D. Acceptable behaviors in groups	The students will be aware of skills and behaviors fostering group acceptance.

Activity	Georgia Goal	Relating with Significant Others
5	E. Competitiveness and cooperativeness	The students will contrast feelings that result from conflicting and from cooperating.
6	F. Family relationships	The students will be aware that relationships differ.

Activity	Georgia Goal	Self Validation
7	G. Worthwhileness	The students will be aware of how actions affect feelings.
8	H. Control over self and environment	The students will be aware of their ability to change things and people.
9	I. Individual differences	The students will be aware that people are different.

APPENDIX B

TEACHING POINTS FOR WORK AND LIFE SKILLS

Activity	Georgia Goal	Daily Living
10	A. Consumer skills	The students will be aware of children and adults as consumers.
11	B. School relevance	The students will relate school experiences to the roles of family members.

Activity	Georgia Goal	Task Employability and Responsibility
12	C. Dependency in task accomplishment	The students will be aware of situations in which they can participate.
13	D. Value from tasks well done	The students will be aware of rewards.
14	E. Purpose and steps of a task	The students will identify their daily tasks and state the purpose of each.
15	F. Personal characteristics and job fields	The students will be aware of product-oriented and service-oriented activities.

Activity	Georgia Goal	Work and Leisure Environments
16	G. Work and leisure activities	The students will define "work".
17	H. Respect for work well done	The students will define "respect".
18	I. All people work	The students will be aware of their work.
19	J. Work roles change; multiple roles	The students will be aware that they are changing.
20	K. Interests and abilities relate to job clusters	The students will identify work roles that relate to one another.

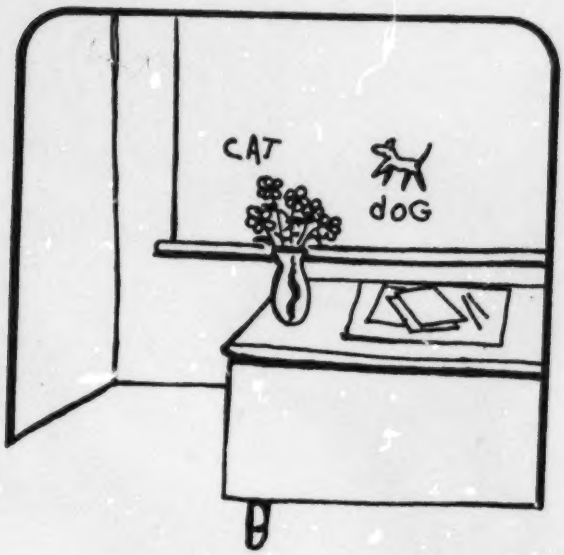
APPENDIX C

TEACHING POINTS FOR LIFE CAREER PLANNING

Activity	Georgia Goal	Planning Skills
21	A. Attitudes and values affect decisions, actions, and life styles	The students will define a personal value.
22	B. Decisions made by self and others	The students will describe decisions they make.
23	C. Alternative decision-making courses	The students will define decision making.
24	D. Planning versus trial-and-error	The students will be aware of chance and planning approaches to problem solving.

Activity	Georgia Goal	Educational Environment
25	E. Demonstrating effective study and learning skills	The students will define good work habits.
26	F. Using listening and speaking skills	The students will describe effective listening and speaking skills.
27	G. Evaluating ability, progress, and methods of improvement	The students will chart their progress in one subject matter area.

Activity	Georgia Goal	Self Understanding
28	H. Individual abilities aid in task accomplishment	The students will describe their own strengths.
29	I. Learning in life situations	The students will be aware of learning that occurs in a school setting.
30	J. Clarifying and expanding interests and capabilities	The students will describe their present interests and capabilities.



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